DOCUMENT RESUME

ED 144 691 PS 009 507

TITLE	Manana: A Program Prepared for Corps and Community Centers. Leader's Guide.
INSTITUTION	Salvation Army. New York, N.Y.
SPONS AGENCY	Office of Child Development (DHEW), Washington, D.C.
PUB DATE	76
GRANT	OCD-CB-463
NOTE	42p.; For related documents, see PS 009 498-511
AVAILABLE FROM	The Salvation Army, 120 West 14th Street, New York, New York, 10011 ($1.50)
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Child Care; Child Care Workers; *Child Development; *Church Programs; *Curriculum Guides; Day Care Programs; Demonstration Programs; *Leaders Guides; Nursery Schools; *Parenthood Education; Preschool Children; *Secondary Education
IDENTIFIERS	*Salvation Army

ABSTRACT

One of a series of Education for Parenthood manuals developed for use in Salvation Army demonstration projects for teenagers, this guide outlines a course intended to train young people for child care careers or parenthood. Students who have completed the course may become leaders and/or workers in community centers, nursery schools, day care centers, day camps and summer camps in Puerto Rico. The high school level course consisted of 1- to 2-hour classes, held once or twice a week, with additional workshops and field trips. Methods of instruction included role-playing, brainstorming, discussions, lectures, film-viewing and recording sessions. Curriculum units are entitled: (1) The Child; (2) What About Discipline; (3) Looking at Development; (4) Children With Special Needs; and (5) Family and Society. (BF)

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MAÑANA

A PROGRAM PREPARED FOR

CORPS AND COMMUNITY CENTERS

PS009507

THE SALVATION ARMY
LEADER'S GUIDE
EXPERIMENTAL EDITION

* *

Education for parenthood is a valid program for implementation through the various services and activities of The Salvation Army.

It is a concept that is scripturally sound. From the Ten Commandments to the writings of the Apostle Paul, the Church has been charged to teach, demonstrate, and perpetuate the ideas and methods of parental responsibility. The Salvation Army has been, and remains, in the mainstream of such teaching.

When properly implemented, the Education for Parenthood program should produce generations of spiritually and socially healthy individuals. This concept of teaching parenting is a continuation of The Army's on-going approach in all of its programs toward a goal of spiritual and social maturity.

* *

PROJECT BACKGROUND

In the Fall of 1973, The Salvation Army was one of seven national voluntary organizations awarded a contract by HEW's Office of Child Development to develop a program in Education for Parenthood. Each of the seven - Boys' Clubs of America, Boy Scouts of America, Girl Scouts of the USA, 4-H, National Federation of Settlements and Neighborhood Centers, Save the Children Federation, and The Salvation Army - reaches a different constituency and by differing methods.

The Federal government - specifically in HEW the Office of Child Development, The National Institute of Mental Health, and the Office of Education - thought it time to stem the tide of teenage parenting. Not only were the numbers rapidly rising - but also the age level was lowering. They found:

- a high divorce rate in teenage marriages
- a high incidence of unmarried teenage mothers
- a high incidence of birth defects and health complications with babies of young mothers, and the younger the mother the more critical the problem
- growing evidence that young parents tend to be more abusive and neglectful
- feeling that anybody could be a parent as long as they had a crib, formula, baby bottle and diaper

These agencies turned to the national voluntary organizations as one approach to meeting these problems. The government also made a grant to the Education Development Center of Newton, Mass., to develop a core curriculum for use at junior high school level. This curriculum, Exploring Childhood, has been the backbone of The Salvation Army's teaching material.

The Army defined its goals as helping young people understand enough about what it means to be parent, and to understand themselves well enough that they could make a conscious decision to be or not to be a parent. We also wanted to interest them in careers in the child care field.

Programs were tested, in the three-year life of the grant, in the range of Salvation Army programs and services in the four United States territories. Each of the demonstration sites developed the curriculum best suited to their needs. The content is basically the same throughout; specific programs and emphases vary. The response has been uniformly positive. Young people in the program have shown gains in behavior, in emotional stability, and in their ability to cope with their lives. The majority of those wanting summer employment found jobs on the strength of their participation in the Education for Parenthood program.

The formal demonstration period has concluded. Now The Army is in the implementation period when more extensive testing will be done, looking to build the content into the appropriate on-going programs and services.

The Salvation Army believes organizations serving comparable constituencies will find these programs useful. Comments and evaluations from such use will guide The Army in the preparation of the final reports.

CREDITS

Mañana was developed and directed by Enrique Vega, Jr., under the guidance of Brigadier William Hazzard, Regional Commander for Puerto Rico. The program was tested in Salvation Army Corps and community centers in Caparra, Ponce, Guayama, and in the Gabriela Mistral High School.

The course was produced as part of The Salvation Army's Education for Parenthood program under Grant No. OCD-CB-463, Lt. Colonel Edith A. MacLachlan, Project Officer.

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WHY THE COURSE

This course is designed to help Corps members, especially those who have something to do with younger children, develop a better technique for dealing with these children. This course helps them to have a better understanding of themselves so that they can understand the children better.

The course was also designed to help train the young people of the Corps to work with children, in order to choose from them part-time workers for the different nurseries and day care centers that The Salvation Army will try to open in Puerto Rico.

The participants in this course are the ones who are going to be chosen to work in The Salvation Army summer camp, and some summer day camps in different Corps.

ABOUT THE COURSE

Purposes of the Program

1. Development of the participants.
2. Developing abilities as a leader to deal with children.
3. Preparation for future jobs with children.
4. Getting to know oneself.

Objectives

The main objective of this program is for participants to try to find out why children act the way they do, and to learn better techniques for dealing with children. We will also be preparing the participants for jobs in the summer and in the near future.

Materials to be Used

Exploring Childhood Program from Education Development Center - Newton, Mass.; the Girl Guard curriculum of The Salvation Army; Learning by Doing, from Save the Children Federation; Help-A-Kid Program from Boys' Clubs of America.*

Project Sites

1. Caparra Corps
2. Ponce Corps
3. Guayama Corps
4. Gabriela Mistral High School

Methods

The classes were 1 to 2 hours long, depending on the topic. The meetings were held once a week and sometimes twice during the school year. A series of workshops was offered during the year, also opportunities for observing young children, and some interesting field trips. In class there was role-playing, brainstorming, group discussion, informal rap sessions, film viewing sessions,

*See page 33 for addresses.

recording sessions, and lectures. The classes were at a high school level. Each student kept a personal journal as part of the learning experience.

The staff that deals with this program should be oriented towards the goals. They should also study and know the material that they will be using.

The Curriculum

This course is divided into five major units with some obvious overlapping:

I - The Child

II - What About Discipline?

III - Looking at Development

IV - Children With Special Needs

V - Family and Society

UNIT I - THE CHILD

WHAT IS A CHILD?

CHILD SIZE

TRYING OUT KID STUFF

OBSERVING KIDS' PLACES

USING KIDS' THINGS IN KIDS' PLACES

GETTING INVOLVED

WHAT IS A CHILD

Activity: The students should make a picture essay of what is a child before they read the booklet. They should use magazine or newspaper clippings of what they think represents a child, or they can draw a picture of a child.

Follow-up: Look at the poster and the booklet and compare the students' essays with them.

Activity: Have the students think of the child metaphorically. They should compare the child with an object, animal, color, etc.

Follow-up: Ask why the students chose that metaphor to describe a child.

Activity: Make a poem using as the first phrase, "A child is..."

Follow-up: Discuss the similarities and differences between the lines and what they mean.

Discussion: *The small child is a person who has feelings.*

What are the five senses? What is the difference between senses, emotions, and thoughts?

Ask the class what sensing activity the children are doing in the poster. How well do you think the children can use the sense?

Materials: *Getting Involved* (booklet) and *What Is a Child?* (poster) from Exploring Childhood, magazines, paste, crayons, drawing paper, scissors, and newspapers.

CHILD SIZE

Purpose: To think about the child's perspective on the world, taking into consideration the child's physical disadvantage.

Activity: The students should sit down and try to come as close as possible to the size of a child. While the students are doing this, the teacher will dictate the following questions:

1. What can I not see from this level?
2. What do I observe that I usually don't?
3. Where are the objects with which I would Like to play?
4. How can I reach those objects?
5. How does it feel to be this size in this room?
6. How can I change this room to make it more comfortable and interesting?

After this, have the students run around the room on their knees and crawl around the floor. Then have them write about the differences between being seated and moving around the room these ways.

Follow-up: Divide the students into small groups for discussion; have each group choose a leader to answer the questions in front of the class.

Activity: Have some students role play the part of a young child trying to get his parents' attention. The rest of the class can comment on the role play.

TRYING OUT KIDS' STUFF

Purpose: To help the students feel closer to the kids they will be working with. To imagine how children think, feel and act and then compare this to how children really act, think and feel.

Activity: Have the students play with finger paints and water and then give them time to clean up.

Follow-up: Write in journals for five minutes answering the following questions:

1. What differences and similarities were there in regard to what all of you were doing?
2. What kind of interaction developed between you and the rest of the students?
3. How did you feel playing?

If they have problems in answering, ask them the following:

4. Was it interesting, boring, or did you have fun?
5. Did you feel like a fool? Why?
6. Did you feel like yourselves or younger?
7. Do you think children have feelings different from yours?

Activity: View the film *"Water Tricks"*, from Exploring Childhood.

Follow-up: The class as a whole should list on the board the things the children did in the film. They should distinguish between things the small children did and things the older ones did. Have the students compare this with what they wrote in their journals.

The students can role play and say what they think was going on in the children's minds. They can also say what was going on in their own minds. How do you think the students were feeling about what they were doing? How does this compare with the kind of games you were playing? How did the children feel having an adult with them? How about an adult telling the children how to play with water and what instruments to use?

Activity: Read "Building a Toy Village" in *Getting Involved*, booklet of Exploring Childhood. This story involves how to plan an activity with small children. You have to take into consideration the ability of these children, changing the plans according to how the activity changes, see how and when to make things for the children, evaluating and learning from the activity. Ask, was the project a success or a failure according to Don? According to the children?

OBSERVING KIDS' PLACES

Purpose: To see the differences between an adult's place and a child's place and why. To consider what effects these places have on children.

Activity: Have the students read page 10 of *Getting Involved* booklet. Let them sit in different positions. Have them sit in big circles, in a few small circles, in a single file, the teacher standing and then sitting, to see how these different positions affect the discussion in class. Who talks to whom? When do they talk?

After this exercise have the students go to different parts of the building, the smaller places and then the larger places.

1. What movements are possible in each?
2. What activities can go on in each?
3. How can the place affect the conversation?
4. How does the place make me feel?

Follow-up: Have the students write about this in their journals, then discuss some of their answers.

Activity: View the film "*Helping Is*", from Exploring Childhood.

Follow-up: Ask questions on page 87 of the Teacher's Guide, *Getting Involved.*

Activity: Make small groups and have them make blueprints of what a child care center should look like. This should be done before you visit a center.

USING KIDS' THINGS IN KIDS' PLACES

Purpose: To become aware of the variations in play resulting from differences between individuals and specific situations.

Plan Ahead: Arrange a visit to a field site when the children are not there, and meet with the field site teacher; set up materials for five or six activities.

Material: *Getting Involved*, page 10.

Activity: Get involved with something that interests you in the room: toys, games, equipment. Try playing with them.

Follow-up: Choose the questions which you think you would like to discuss. See pp. 34 - 35 of Teacher's Guide, *Getting Involved.*

GETTING INVOLVED

Purpose: To explore a variety of roles and ways of interacting with children while considering their needs, responses, and feelings in different situations.

Materials: *Getting Involved*, page 11.

Activity: Students think over experiences in which they took a child's perspective of play, with children's materials. Students list in their journals the behaviors that would have helped or bothered them.

First discuss with students what is meant by helped and bothered. See guide questions on pages 36 - 37 of *Working With Children*, Teacher's Guide from Exploring Childhood.

Follow-up: Discuss the students' responses in class.

Activity; View the film "*Helping Is*" from Exploring Childhood and have the students consider what was helpful or botnersome to the children shown in the film.

UNIT II - WHAT ABOUT DISCIPLINE?

WHAT ABOUT DISCIPLINE?

GETTING INVOLVED

CAUSES OF MISBEHAVIOR

HOW TO HANDLE MISBEHAVIOR

A CASE OF FAMILY STRESS

WHAT ABOUT DISCIPLINE?

Purpose: To help students deal with questions about discipline by thinking about the purposes and messages of discipline and the goal of helping children work toward self-control.

To suggest the reasons behind children's behavior that cause the problem

Preliminary Discussion: Two sets of questions will help the students know that not everybody has the same way of thinking.

1. What do you think of when you consider discipline for yourself? Are there rules imposed on you which you think are not necessary? Rules that are punitive, ineffective and necessary? What limitations do you accept happily? What controls do you rebel against?

After discussion of above, discuss the next set of questions.

2. What do you think of when you consider discipline for a 4-year-old? Are there rules imposed which you think are important and necessary? What limitations do you accept happily? What controls do you think children might rebel against?

Activity: During this discussion introduce a law or rule the government has imposed on the citizens and see if the students have anything to say to this. Ask them what this society would be like without any laws to follow. One law which will make the students realize that not everybody thinks the same way is the abortion law.

GETTING INVOLVED

Purpose: To help the students decide or at least understand why children act the way they do. And decide what intervention would be most appropriate.

Materials: The film *"Helping Is"* and the booklet *Getting Involved.*

Activity: View the film and have students look for situations in which the student helpers are being helpful or botherful (see guide notes on film previews, page 87, *Working With Children* booklet). The second viewing of *"Helping Is"* should concentrate on the appropriateness of students' responses.

Activity: Read pages 42 - 43 of *Getting Involved* and discuss the topic "Looking for Children's Needs."

CAUSES OF MISBEHAVIOR

Purpose: To try to find the reasons for children's misbehavior and to pinpoint the child's problem.

Time: Two to three classes.

Activity: Divide the students into small groups and have them discuss two anecdotes and have them write a response.

Follow-up: Have the whole class discuss the responses of the groups and compare their answers.

Activity: Have the students role play one of the anecdotes, the one which puzzles them the most, trying the different responses. Discuss why they made these responses and how they affected the role play situation.

Activity: See the films *"Little Blocks"*, *"Water Tricks"*, or *"Teacher, Lester Bit Me"* and ask the students to note anything the student helper is doing wrong in dealing with the child. Discuss observations of discipline situations and responses. For more information or guide questions see *Working With Children*, Teacher's Guide, pages 85 - 94.

Materials are from Exploring Childhood.

HOW TO HANDLE MISBEHAVIOR

Purpose: To help students learn to deal with different situations which may occur with a group of children.

Time: One to two classes.

Materials: *What About Discipline?* booklet and films, *"Little Blocks"*, *"Helping Is"* or *"Teacher, Lester Bit Me"*.

Activity: Have the students read the various suggestions on how to deal with certain situations that might come up in a classroom, from *What About Discipline?*

Follow-up: Have the students discuss these suggestions and find out the pros and cons, find other suggestions from the students on how to deal with these same situations.

Activity: The students can role play some of these situations to help them add responses to the problems. They can also see the films. Have students write in their journals how they would have handled certain discipline situations in these films. (See pages 85 - 94, *Working With Children*, for information on films.)

A CASE OF FAMILY STRESS

Purpose: To consider the causes of stress and the sources of existing or potential support in an actual case of child abuse resulting from stress in the life of a caregiver.

Materials: *Under Stress: Keeping Children Safe* booklet from Exploring Childhood, pages 3 - 5.

Time: Three to five classes.

Activities: For information, see pages 4 - 24 of *Under Stress* booklet.

Note: This series can be included here or later as best fits the progress of the group.

UNIT III - LOOKING AT DEVELOPMENT

LOOKING BACKWARD

WHAT DO YOU KNOW ABOUT NEWBORNS

DIRECTIONS IN DEVELOPMENT

OBSERVING THROUGH ART

WAYS OF LOOKING AT CHILDREN'S DRAWINGS

YOUR VIEW AND THE CHILD'S

THREE CIRCLES

LOOKING BACKWARD

Purpose: To help the student begin to generate ideas about development by reflecting on own childhood experiences.

Materials: *Looking at Development*, pages 2 - 3. Photos of students now and in their infancy. Newspapers, magazines, paste and scissors.

Time: One to two classes.

Activity: Ask students to make a sketch or describe themselves now and when they were small children. They might bring pictures of themselves as babies. Put the pictures or drawings on a table and have the students see if they can tell who is who from the pictures.

Follow-up: Students should then look at their memory pictures and try to see differences and likenesses between their teenage years and their infancy. See page 3 of *Looking at Development*, Teacher's Guide.

WHAT DO YOU KNOW ABOUT NEWBORNS

Purpose: To enable students to share their experiences with babies in preparation for viewing the film,

Activity: See page 4 of *Looking at Development*, Teacher's Guide for questions.

Purpose: To give students a view of a new baby and the mother's first impressions of her child.

Activity: View the film *"Gabriel Is Two Days Old"*, then discuss questions on page 5 of Teacher's Guide. After discussing, ask students to remember animal babies - puppies, kittens, etc. What could these animals do for themselves? What did their parents do for them? What kind of individual differences are there among animals of the same species? How long does it take for the animal to become independent of the parents? Why do humans take so much longer to develop?

The birth process. See Appendix, Workshops, for suggested class.

Activity: Have the participants divide into four groups; then ask them to compare Gabriel from how he is in the film to how he will be at six. To avoid obvious statements such as "he'll walk, talk, make friends" you might ask how he'll do this, in what stages, and at what age.

DIRECTIONS IN DEVELOPMENT

Purpose: To provide a convenient source of concrete information about child development.

To help students see themselves as capable of gathering information about children.

Activity: Ask students to read the first three sections of the *Directions in Development* poster from Exploring Childhood. Ask, what is a child like, and how does a child develop? After this, students will have questions, and the teacher can show them how to use the poster, and what information they can get from it. For forms of using this poster, see pages 13 - 15 of *Looking at Development*, Teacher's Guide.

OBSERVING THROUGH ART

Purpose: To examine paintings and see what they offer and demand from one child. To show how one can get close to an experience by observing it. To practice observation.

Materials: *Children's Art* booklet; film *"Racing Cars"* . Both from Exploring Childhood.

Before viewing picture, study pages 16 - 18 for suggestions on areas for observation.

Activity: View the film and have students answer questions on page 14, and then the ones they chose as special areas of observation. Leader should duplicate page 19 of *Children's Art*, Teacher's Guide, analyzing what you see to help students observe. Pages 13 - 16 suggest questions for the teacher's use.

WAYS OF LOOKING AT CHILDREN'S DRAWINGS

Purpose: To examine differences and similarities in two sets of drawings by two children at a similar stage of development.

Materials: *Children's Art* booklet, page 23; films *"Clay Play"* and *"Painting Time"*; poster *Drawing Sort*, all from Exploring Childhood.

Activity: Ask students to relate experiences in field site and how the different children react to the same activity. Have students read page 23 of booklet and discuss the questions.

For other activities regarding style see page 27 of *Children's Art*, Teacher's Guide.

UNIT IV - CHILDREN WITH SPECIAL NEEDS

RAISING SOME OF THE ISSUES

LILLY AND GLENDA

MEETING THE CHILDREN

HOW IT FEELS

BUILDING SKILLS AND SELF-ESTEEM

RAISING SOME OF THE ISSUES

Purpose: To consider what it means to have special needs.

Materials: *No Two Alike*, booklet and *Getting Involved*, booklet. Both from Exploring Childhood.

First discuss with the students how deeply they want to get into the topic.

Activity: Have a student who knows about the topic relate an experience with children who have special needs. Describe meeting with the person. What were your initial reactions? Why?

Follow-up: Get different impressions of the class about the story.

Activity: Have the students write all the words, pictures, and ideas that come to mind in connection with the word, "handicapped".

Follow-up: Have the students go to the board and classify under the categories of "Perception" or "Misconception" (something I later found out wasn't true) or "What I Know" and "What I Need to Know". From these categories students can discuss whether the connotations of the words are positive or negative. Students might also formulate statements about their individual perception based on the information now on the chalk board.

Activity: Show a picture of a child with dental braces, or glasses, or a hearing aid, and see to what extent this child could be thought of as handicapped. The idea here is that the notion of "handicapped" involves a confused mixture of attitudes and feelings about a person's attributes, whereas the term "special needs" focuses on what a person requires to manage in a particular situation or to get along in the world.

LILLY AND GLENDA

Materials: *No Two Alike* booklet.

Activity: Have the students read the Lilly and Glenda stories on pages 3-8 in the booklet. Discuss the questions raised.

Follow-up: Ask each participant to examine his own feelings.

Discuss the following in class:

1. Is the way you feel about yourself reflected in the way you react to others? How?

2. Is the way someone feels about you reflected in the way you react to others? How?

3. Is it important to measure your own self-esteem before you can help others develop theirs? Explain.

MEETING THE CHILDREN

Purpose: To present first-person accounts of parents and children who have experienced special needs. In order to give students insight into the unique experiences of individuals.

Materials: *No Two Alike*, booklet, pages 43 - 63. Seven case histories, to use all or to select a child with : Down's Syndrome, emotional problems, cerebral palsy, hyperactivity, deafness, dyslexia, multiple problems stemming from prematurity.

Film, *"Sara Has Down's Syndrome."*

Have the students discuss the questions that appear in their *No Two Alike* booklets. Ask the students to jot down the issues that seem to occur over and over in each story; then as a class consider: What were some of the experiences that the parents had at the birth of these youngsters? Are there any similarities in the experiences? What roles did the hospitals and pediatricians play? In what ways have these children been learning and growing? What are some of the school experiences of these children? What kinds of changes have been made in the lives of families to accomodate these children? Are the issues any different from what they would be for children without special needs?

HOW IT FEELS

Purpose: Have the students try to feel what a person with special needs feels.

Activities: Have students role play certain situations in which they can try to understand how a person with special needs feels.

1. Using a pair of crutches have a student try to walk with one leg and then with none.

2. Have the students close their eyes and then separate them into pairs, having them study each other's hands. The hands should be bare with no jewelry. Then when each thinks he knows his partner's hand, he should squeeze the partner's hand so now his hands can be studied. When they both know each other's hands they should in complete silence lower their hands and the teacher will know that they are ready. When the whole class is ready the teacher will separate the partners in different parts of the room. When all are separated the teacher will say "now" and the students will start walking to the right, with right hand stretched out. When one feels a hand he should start to study it. If he thinks it is his partner he should squeeze the hand so the other person can study him and see if it is <u>his</u> partner. If he thinks so he will squeeze the hand and they will open their eyes to see if they are right. If the person who is studying the hand does not think it is his partner he will release the hand and look for his original partner till he finds him.

For more role playing activities, see page 32 of *No Two Alike*, Teacher's Guide.

Follow-up: Discuss: What did you learn from this experience? What was hard for you? Did you enjoy anything about it? How did people react to you? What help did people give you? How might your life or habits change if you lived like this permanently?

BUILDING SKILLS AND SELF-ESTEEM

Purpose: To suggest specific teaching methods to use with children with special needs.

Materials: *No Two Alike*, booklet, pages 75 - 83; *Doing Things*, booklet; *Getting Involved*, booklet, page 8; *Working With Children*, Teacher's Guide, page 31.

Divide students into small groups and have them study Alternative Learning Modes, p. 75 and Adapting the Approach, p. 76 in *No Two Alike*. You could also see what activities in *Doing Things* or Help-A-Kid E-Z Kit could be adapted to children with special needs.

UNIT V - FAMILY AND SOCIETY

HOW SOCIETY DEALS WITH CHILDREN

WHAT MAKES A FAMILY

CHILDREN AT HOME

CHILDREN AT SCHOOL

MATCHING THE MESSAGES

HOW SOCIETY DEALS WITH CHILDREN

Purpose: To find out how society deals with children.

Materials: The Inquirer, tabloid from Exploring Childhood.

Activities: Have students read the guidelines on page 1 of The Inquirer and study at home what project they are going to do. They should be prepared to come to class to discuss any questions.

WHAT MAKES A FAMILY

Purpose: To enrich students' ideas about families, to learn to value the different combinations of people that can be a child's family.

Materials: Two copies of Exploring Childhood poster, *We Are a Family*, one for the wall and one to cut apart; magazines, newspapers, students' family pictures, scissors, paper, glue, tape, thumbtacks, camera and film. *Family and Society*, Part One, Teacher's Guide.

See *Family and Society*, pages 41 - 49, to choose the activities you wish.

CHILDREN AT HOME

Purpose: To focus on details of behavior in the family. To consider everyday family interactions more personally. To practice using observation as a form of gathering information. To think creatively about the kinds of everyday family interaction that influence behavior and attitudes.

Materials: Children At Home films from Exploring Childhood: *"Craig at Home", "Rachel at Home","Jeffrey at Home", "Howie at Home"; We Are a Family*, poster, and *Family and Society*, booklet.

Time: Three to five classes.

Activity: Summaries of the films are found in *Family and Society*, pages 60 - 73. The chapter on Film Viewing Techniques has useful suggestions. Tell students to remember the things they see in these pictures as they will see the same children at school. They can contrast the child's behavior in school with the behavior at home to see if the pattern followed at home affects him in school.

CHILDREN AT SCHOOL

Purposes: To examine messages about behavior and attitudes transmitted to children at school by adults and their children. To consider how these messages affect children in the films we see and at field sites. To consider how messages transmitted by families and schools by complement or conflict with one another.

Materials: Children At School films: *"Oscar at School"*, *"Howie at School"*, and *"Rachel at School"*; *Beyond the Front Door*, booklet and Teacher's Guide.

Activities: Pages 23 - 28 of *Beyond the Front Door*, Teacher's Guide suggest film content and activities.

MATCHING MESSAGES

Purposes: To consider the behaviors and attitudes that parents hope their children's preschools will encourage. To consider what behaviors and attitudes specific preschools foster. To consider conflict between expectations at school and at home.

Materials: *Beyond the Front Door* booklet and Teacher's Guide; films *"Howie at School"*, *"Oscar at School"*, *"Rachel at School"*.

See pages 29 - 32 in *Beyond the Front Door* for suggested activities.

APPENDICES

HOW TO GET NEW STUDENTS

The best way to get students is to show them that they are part of a selected group. That's why we invented an application form and an interview session. What do you offer the student? You offer an opportunity to learn new ways of dealing with children. You let him know there is a possibility of employment in the summer or during the year. You let him know that he is going to graduate and he will get a diploma. He also has the chance to get an award for best student or best project.

You let the students know what the goals and objectives are and give them an overview of the program. Tell them that they will visit places of interest and that important and professional people will come to talk to them. And most of all he will learn more about children, and he will have a marvelous experience.

JOURNALS

The outline followed in this course was the one the Girl Guard curriculum recommended. We used this one because the students found it easier to use and they liked it more.

The journals are to be used in class, at their field site and at home. The students are to jot down any information that they consider important. They should also enter any experience that they see at the field site and wish to discuss in class. When the teacher tells them to write down something in the journal they should also do that.

These journals are confidential. The student can show his journal to the teacher or another student only if he wishes to do so.

On the following pages is a copy of the proposed Girl Guard journal.

PERSONAL JOURNAL

It is suggested that everyone involved in the Demonstration in Education for Parenthood and the Senior Guard Program keep a personal record of all events in which they participate.

The keeping of such a record is for your own benefit as well as that of the Demonstration. At future events you may wish to share only parts of what you have noted. That is your privilege.

In the taking of notes you will find yourself recording several kinds of information:

1. Facts - things that you actually observed or learned.
2. Inferences - your ideas about how individuals felt, why people acted as they did.
3. Value Judgments - your opinion about the "good" and "bad" of what has been observed or discussed, or what you think "should" have happened.
4. Feelings - the emotions you experience in the setting.

Recording Facts and Your Reactions

In the keeping of your journal it is best to make notes on what you actually experience (facts) and quickly note any reactions you have.

After the event you can add any additional reactions that occur to you when you think about what you have seen.

For the early part of your journal you might go back over your notes and mark inferences, value judgments, and feelings separately. For example, you could underline facts, circle inferences, put a wavy line under value judgments and put a star next to feelings.

A suggested format is found on the following page. Help the girls in your troop keep a journal of their experience in DEP.

Name:

Event:

Date:

Your notes might look something like this:

Facts and Reactions:

fact - Four children are playing together with blocks - Johnny (4), Billy (5), Carol (4½), Sue (4½). The room is getting very noisy - it is really crowded.

inference - The teacher doesn't seem to mind the noise.

fact - Johnny starts whining and crying, and stops playing.

inference - He seems upset by the noise.

facts - Billy asks him to play but Johnny yells "no!" Billy asks him to play again and pulls him over.

feelings - I wish Johnny wouldn't cry, it annoys* me.

facts - The teacher looks over at them but stays where she is.

Additional Reactions

inference - Maybe Billy felt rejected by Johnny's not wanting to play together, and maybe Johnny got even more upset and stubborn when Billy tried to pull him over.

value judgment - Johnny just needed to be alone. I think the teacher should have helped out, maybe by telling Billy that Johnny didn't feel like playing.

feelings - I felt angry* at the teacher for not doing anything!

APPLICATION FORM FOR E.F.P.

NAME:_____ ADRESSS _____

AGE_____ SEX_____ BIRTH DATE _____ GRADE_____

NAME OF SCHOOL _____ NUMBER OF BROTHER_____

NAME OF FATHER _____ NAME OF MOTHER _____

RELIGION _____ COLOR _____ NATIONALITY _____

POSITIONS HELD IN THE CORPS IF ANY _____

DO YOU WORK WHERE _____

POSITION HELD _____DO YOU LIVE WITH PARENTS _____ ARE YOUR

PARENTS DIVORCED _____ IF YOU DONT LIVE WITH PARENTS PUT DOWN YOUR GUARIDANS

NAME _____ WHAT ARE YOUR PLANS FOR THE FUTURE _____

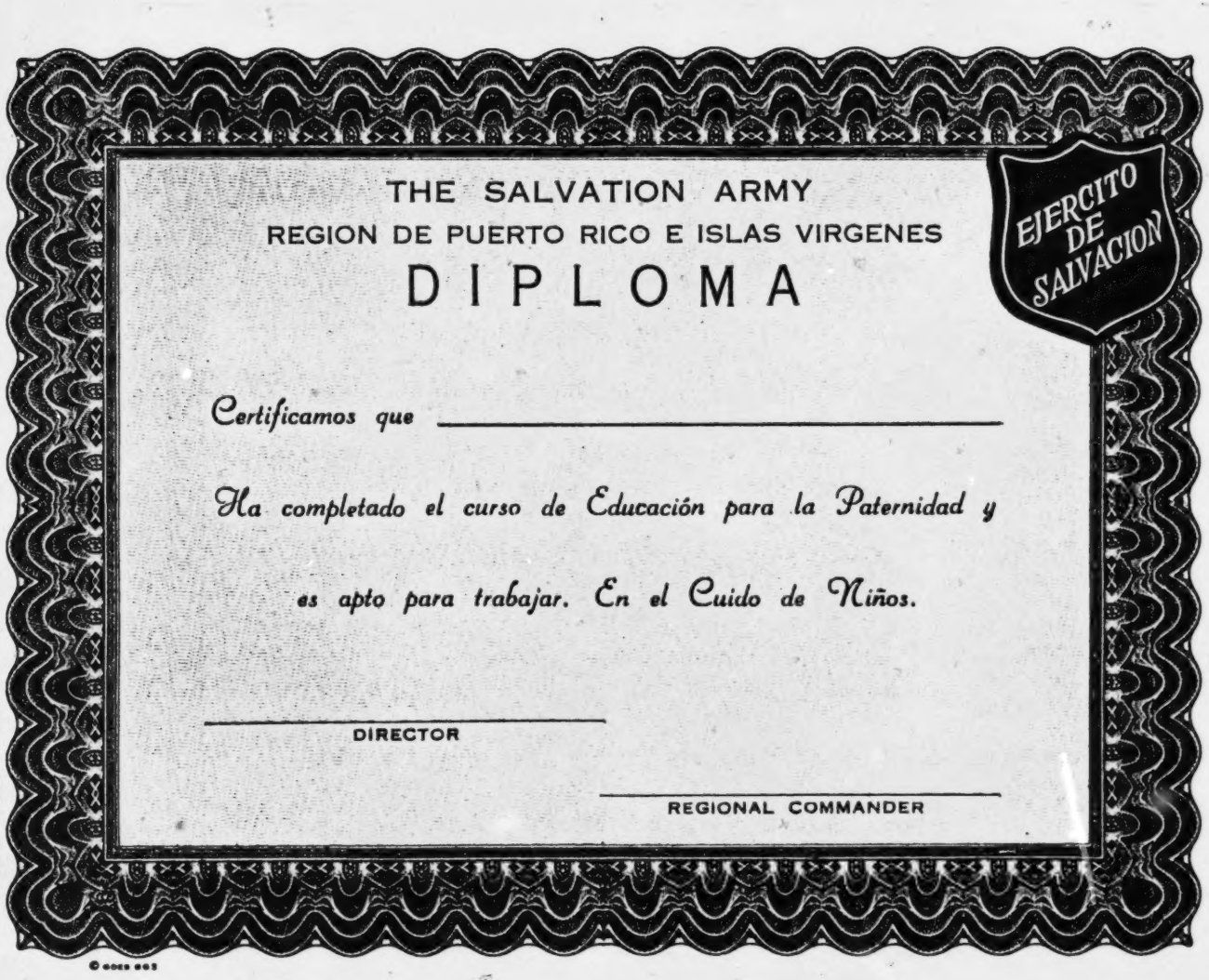
_____

WHY DO YOU WANT TO PARTICIPATE IN THIS PROGRAM?_____

_____

WHAT DO YOU WANT TO DISCUSS IN THIS PROGRAM? _____

_____



THE SALVATION ARMY

REGION DE PUERTO RICO E ISLAS VIRGENES

DIPLOMA

EJERCITO DE SALVACION

Certificamos que _____

Ha completado el curso de Educación para la Paternidad y es apto para trabajar. En el Cuido de Niños.

_____
DIRECTOR

_____
REGIONAL COMMANDER

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(28)

DIPLOMA

PLACEMENTS

Most of the placements should be made in the Corps or community centers. The teacher can also prepare for a couple of summer day camps with different Corps Officers. They can get salaries for the students through the government's summer job opportunity program. Ask you local Mayor's office to see who has this department in charge and see what arrangements can be made. You can also get free lunch for the participants from the public school lunch system.

The program that should be followed would include games, trips, painting, Bible stories, movies, parties, picnics, field days, and other activities depending on the resources you have in your community. For the trips you can get free busing from your municipal government or your Department of Education.

You can also put your students in your summer residential camp if it is located in your state. You can possibly get the government to pay for the students' salaries through job opportunity programs for the summer.

WORKSHOPS

During the year the program should have at least one workshop of a whole day. This workshop could include:

1. Sex, Love and Matrimony - You could invite a psychologist or a minister. The questions that should be answered should be: Is love a synonym for matrimony? Does there have to be sex in love?

2. A Getting Better-Acquainted Period - With a psychologist. This period can be very interesting for the students, especially if the psychologist uses the "What Am I?" approach. Here the student will be able to see what he really is. The student gets a chance to spill out problems that are really bothering him and that he was waiting for an opportunity to talk about.

3. Pregnancy and Childbirth - You could bring in a doctor to talk about this topic or a nurse and have them bring a movie on the topic and other written information.

4. First Aid for Children - Your local hospital or Red Cross can bring in a movie and some written materials, and some dummies with which the students can practice.

To prepare these workshops you will need about three months to make all he arrangements and persons ready. So you should start to prepare these workshops two weeks after you start your course.

Lunch and some snack should be served to the students during the workshop.

GROUP TECHNIQUES

For group building techniques see the Teacher's Guide of *Working With Children*, or the first pages of the Girl Guard curriculum. These techniques help the students learn how to work as a team in solving their problems. It shows them how to react under certain pressures. One of the best techniques is shown in the *Working With Children* booklet. This is the one where you use squares and triangles of different shapes and sizes and the participants have to make a big square or triangle out of the small pieces without talking.

These techniques should be taught at the beginning of the course so that the students can start seeing with whom they would like to make a team and they can get acquainted with the other persons.

PERSONAL EXPERIENCE

My name is Enrique Vega. I gave the Education for Parenthood course in Puerto Rico. I had a very bad and wonderful experience during the course. Two days before we were going to have our workshops I lost one of my fingers in an accident. I thought to myself, how must I face my classes now with one finger less. But then I did an exercise which the psychologist had used in the workshops. The psychologist was my friend and I had taken a course with him in the university so I knew the exercise he was going to use. And I realized that I was teaching my kids to help and understand people with special needs and that I had to practice what I preached. Every bad thought went out of my mind.

During the workshop I was really impressed with my kids. They showed me that they had learned their lessons well. They did not show any pity for me. They didn't even mention the loss of my finger. They just treated me like always. This really made me proud of them since that was one of my main objectives - in the section on children with special needs.

Later on during the year one of the evaluators from Behavior Associates came to evaluate the program. And to my surprise the part of the program that really made an impression on the kids was the part on children with special needs.

SUPPLIERS OF MATERIALS

EXPLORING CHILDHOOD PROGRAM -
Education Development Center
55 Chapel Street
Newton, MA 02160

GIRL GUARD CURRICULUM -
Captain Myrtle Ryder
Territorial Guard Director
The Salvation Army
120 West 14th Street
New York, NY 10011

HELP-A-KID PROGRAM -
Boys' Clubs of America
771 First Avenue
New York, NY 10017

LEARNING BY DOING -
Save the Children Federation
P. O. Box 319
Berea, KY 40403